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ABSTRACT

The Water in Africa Project was realized over a 2-year period by a team of Peace Corps volunteers. As part of an expanded, detailed design, resources were collected from over 90 volunteers serving in African countries, photos and stories were prepared, and standards-based learning units were created for K-12 students. This unit, "Narrative vs. Expository Texts," contends that many students have difficulties determining the difference between narrative and expository text. The unit uses vignettes written by Peace Corps volunteers to compare and contrast these types of texts. Intended for use with high school students, the unit can be used in English, reading, and geography classes. Five class periods of 45 minutes each are suggested. The unit lists materials needed, outlines applicable standards, provides essential questions, and gives student objectives. It details day-by-day procedures, assessment activities, and follow-up/enrichment activities. Appended are photographs of daily activities in Lesotho and Madagascar accompanied by expository text. (Contains evaluation sheets and graphic organizer handouts.) (BT)

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Narrative vs. Expository Texts

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http://www.peacecorps.gov/wws/water/africa/lessons/

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Water in Africa is a project of Peace Corps World Wise Schools.

2000

Funded through a grant from the Department of Education, the Water in Africa project was realized over a two year period by a team of Peace Corps Volunteers, World Wise Schools' (WWS) classroom teachers, and WWS staff members. Inspired by an idea of one creative WWS teacher, the project eventually expanded into a detailed design. The development and implementation of the design included the collection of resources from over 90 Volunteers serving in African countries, the preparation of those photos and stories, and the creation of standards-based learning units for K-12 students.

Narrative vs. Expository Texts

Description:

Many students, especially students with limited English language skills, have difficulties determining the difference between narrative and expository texts. This unit will use vignettes written by Peace Corps Volunteers serving in Lesotho and Madagascar to compare and contrast these types of texts. As final products, students will write both a narrative essay and an expository essay. This unit was piloted with high school second language learners.

Timeframe: 5 class periods (45-minutes each)

Curricular Areas: English
Reading
Geography

Grade Level: High school, particularly with academically under-prepared or second language learners

Materials

- Internet access to the Water in Africa Web site http://www.peacecorps.gov/wws/water/africa/
- World map
- Student Readings of narrative and expository texts
- Graphic Organizer
- Evaluation Rubrics for Narrative and Expository Essays
- Supplemental pictures of Lesotho and Madagascar (optional)

Standards

Language Arts 1- Demonstrates competence in the general skills and strategies of the writing process

Benchmark-- Writes expository compositions (e.g., presents information that reflects knowledge about the topic of the report; organizes and presents information in a logical manner)

Writes narrative accounts

Language Arts 7- Demonstrates competence in the general skills and strategies for reading a variety of informational texts

Benchmark-- Differentiates between fact and opinion in informational texts

Language Arts 10- Understands the nature and complexity of Earth's cultural mosaics

Benchmark-- Understands how human characteristics make specific regions of the world distinctive

Essential Questions

How can looking at something from two perspectives affect my view of it?

How can I adapt my writing style to convey different information about a place?

Objectives

Students will:

- Know what a narrative text is, know what an expository text is, and be able to explain the difference between the two
- Be able to find sensory details in narrative texts that they can match to photographs;
- Be able to write a narrative and expository text of their own.

Procedure

Day One

1. Although the focus of the lesson is the difference between narrative and expository texts, begin with a brief overview of the countries of Madagascar and Lesotho. Locate the two countries on a map of Africa, comparing their physical features. For example, Lesotho is landlocked, whereas Madagascar is surrounded by ocean. This will help the students to have a schema for the texts which they will read. Also introduce the topic of water usage, a common theme in these texts.

2. Pass out the Lesotho narrative texts. Discuss narrative texts. Map out the characteristics of narrative texts on the board. For example, narratives describe personal experiences, use sensory details, and are told from a first person point of view.

3. Read the first narrative with the class, then discuss the content for comprehension. How is life in Lesotho different from life in the US? Do you have to wait in line for water? Do you have to carry it home? Are we having a dry year?

4. Read the text again, this time pausing to identify the characteristics of the text. For example, in the first sentence the narrator refers to "we," the first person point view, and later describes the sound of water flowing. Discuss the text with the students. What are its characteristics (for example, personal experience, first person point of view, sensory details)?

5. Hand out the sensory detail graphic organizer. As a class, have students write the

sensory details of the text under the correct heading. Discuss what senses the author describes. Does she cover all of five? Some more than others? Any not at all?

6. Homework: Have students read the second Lesotho narrative text and fill out its graphic organizer.

Procedure Day Two

1. Discuss the previous night's homework. Put the graphic organizer on the board or overhead projector and fill it in with the details that the students found during their readings. Discuss again the qualities of narrative text. Tell students to hold on to their graphic organizers for use during day three.

2. Hand out the Lesotho expository text. Discuss expository texts. Tell students that an expository text is written to inform, explain, describe, or persuade. The Lesotho text, for example, describes the geography of Lesotho. Talk about the characteristics of expository texts (written from a non-personal point of view, and generally lacking sensory details and a sense of storytelling). Read the text together as a class, pointing out its characteristics. For example, notice that the text is not written in the first person. The reader is presented with a description of Lesotho from a non-personal point of view. The text is broader, referring to the country in general, rather than a specific incident or anecdote.

3. Ask students to take out their graphic organizer. Allow them to work a few minutes trying to fit the expository text into the organizer. With the exception of a few visual details, it will be difficult to find the sensory details of the text, reinforcing the differences between the two text structures. Pass out the Madagascar texts without the identifying labels on top, and two copies of the graphic organizer. Have students work in pairs to identify which texts are the narrative and which are the expository. Students should fill out the graphic organizers for the narrative texts for homework.

Day Three

1. Using the Madagascar and Lesotho photos from the Water in Africa Web site (or the attached print-out of the photos), have students work in pairs to identify details from the texts that they see in the photos. Each student pair should choose at least two pictures that emphasize sensory details that they identified in the text. For example, if a student identified the visual detail of the "water cans waiting in line for the water," then they would choose a picture of the water cans or well, etc. Each group can choose photos of their choice, and write one sentence to justify why they chose each picture. At the end of class have groups share their photos and justifications with the rest of the class.

2. If the teacher wishes to limit the photo choices, the following are photos which correlate well with the texts: Lesotho: LE0113, LE0226, LE0230, LE0303, LE0309, LE0403, LE0502, LE0507, LE0702, LE0706, LE0711 , Madagascar MG0111, MG0215, MG0231, MG0313, MG0634.

Day Four & Five

1. Pass out the rubricfor writing narrative texts and discuss it with the class. Talk about each of the areas and review the qualities that make up a good narrative text. Ask students to write a narrative text of their own, describing a place that they know well. It can be their hometown, a park, their house, their room, or any other favorite place. Students should write to the rubric, making sure that their essays contain all the elements in the rubric. (This may take more than one day.)

2. Students do the same with the expository text, writing an essay about the same place as the narrative text, using the expository rubric

Assessment

Student essays are the end product, and should be assessed according to the rubrics that were discussed in class. Final assessment should be done by the teacher with the rubrics as a guide. The rubrics use a 25 point scale which can be modified by the teacher if so desired.

Follow-up/Enrichment Activities

The Water in Africa Web site contains excellent examples of narrative texts on countries other than Lesotho and Madagascar. The lesson could be modified using texts from countries to meet district or state standards. http://www.peacecorps.gov/wws/water/africa/

About the Author

Carly Sporer Garrett was a Peace Corps Volunteer in Mongolia in 1995-96. She currently teaches English and Reading at Palomar High School in Chula Vista, CA. She tested this unit with her second language learning students and said: "I worked with narrative and expository texts with my students. They all really liked the Africa vignettes. Even though it wasn't the main point of the lesson, the students were talking about water usage--which I thought was very cool."

Narrative Texts
Lesotho

Right now we are having a very dry season. Every other day when the taps are expected to be turned on, I take my bucket to the tap at about 6:00AM and put it in line. Your bucket's place in line is very important because the water is on for a limited time and water might run out before all the buckets are filled. A person living near the tap will open it and when she hear the water starting to flow she will begin to fill the buckets in order. Word that the water is running travels quickly. The women and girls come for their buckets and carry them on their heads to their homes. In order to make sure my water will last, I use the same water to wash my hair, take a sponge bath, wash my underwear and clean the floor. Large laundry is taken to the river until it becomes too dry. I always set aside water for drinking and cooking. The school has its own water tap, but they too only get water every other day. On no water days a tub is set out for the students to rinse the eating containers they have brought from home. The school does cook the porridge.

By Amy Bratsch
Ha Thamere-Qutin-Mt.Moorosi, Lesotho

Most drinking water comes from one of three sources: a tap or pump, a natural spring, or collected rainwater. Except for the rainwater, the water has to be transported from the source to the people's houses. This is not an easy task. Water is heavy and people must walk 1–2 miles on rocky mountainous paths. Many villages have a water source within a 30-minute walk. Taps are the best. Just turn the handle and water pours! The pumps take more effort. Some are long levers that look like one-sided teeter-totters. Children will bounce them up and down with their whole bodies. Some are two handles that need to be turned like the pedals on a bicycle. And still others need to be cranked in circles horizontally.

But even taps or pumps are no guarantee of water. Sometimes the water only flows for a few hours a day--often early in the morning around 5:00 A.M. Villagers must wake up this early to get their buckets in line and wait for the water. Sometimes the taps dry completely and people must walk even further to another village or natural spring. (Remember how hard it is to carry water?) Natural springs are good but people need to scoop the water into buckets, which can take a long time. Rainwater is collected from most metal roofs, but the traditional houses have thatched roofs. And the dry season can last a long time, which makes collecting rainwater ineffective during that time.

My water comes from all of these sources. I need to pay someone to collect my water from a tap or spring, whichever is available. I can't do it myself. It is too far to carry those heavy buckets and I haven't mastered carrying them on my head! If it rains, my host family will collect rainwater from their metal roof. My house is next to theirs, but my roof is thatch.

By Becki Krieg
Qacha's Nek, Lesotho

Expository Text
Lesotho

Lesotho is a land of mountains, with two major ranges dissecting the country from NE to SW. It lies entirely out of the tropics, at the Northern Hemisphere equivalent of Houston, Texas. The climate of Lesotho is dry and sunny, with clearly marked seasons. Being in the Southern Hemisphere, the seasons are reversed from what we in the Northern Hemisphere are used to. The winter months from June to September vary from chilly to very cold, depending on what elevation you are at. Days are normally filled with sunshine and intensely blue skies. Mean winter temperature in Maseru is around 50 degrees Fahrenheit. It freezes almost every night in the mountains, and snow is common. Summer, from November to February is the rainy season, though earlier in this decade there were droughts and some wells and springs ran dry.

From : The Peace Corps Lesotho Volunteer Information Packet 1999

Madagascar

Namoly is situated in a valley in the mountains on the central high plateau of Madagascar. The water runs off of the surrounding mountains and enters the valley in the form of two rivers. There is always an abundant amount of water in the river. People use this water for all of their needs such as cooking, drinking, washing, clothes, watering gardens, and irrigating the fields. Almost everyday women or young girls can be seen fetching water from the river in brightly colored buckets. They balance full buckets of water on their head for the trip home. Never once do they spill the water, even though the majority of them have babies tied on to their backs with lambas. However, a few of the villages have water pumps, built by World Wildlife Fund, saving them the walk to the river. My water comes from one of these pumps, which I collect in the buckets every morning. Oftentimes I wait my turn with the other young girls fetching their water. The most interesting and beautiful aspect of water here is how much water is used for irrigation of the rice fields.

By Mark Danenhauer
Namoly, Madagascar

In Ambalahenko there are as many ways of cooking fish as there are for catching them. The people fish and gather food for a living. Living is working and work is living. At night people go by canoe with torches to hunt for octopus, lobster and fish. Methods of fishing are divided up among the genders and the female specific method is called "manitry." We must wait for the afternoon winds and low tide to push the schools of fish upon shore. We then walk the length of three sandy beaches to where the rocks begin. We wade through the blue, shallow water, thigh deep, forming a semi-circle in the water. When the lead woman spots sign of schooling fish (a slight disturbance on the surface of the water) we circle around and herd them into a cloth net. The event is a mix of shouting, splashing and excitement as the circle tightens. It's a time when all the women of the village work together and share what is caught.

By Jina Sagar
Ambalahenko, Madagascar

Madagascar

The Republic of Madagascar is made up of the island of Madagascar and, the fourth largest in the world, and several smaller islands off the southeastern coast of Africa in the Indian Ocean. Madagascar was once a part of France, and became an independent state in June 26, 1960. Madagascar is currently experiencing serious environmental problems, particularly in the areas of deforestation and soil erosion. Madagascar has a climate that is divided into rainy and dry seasons. In the summer (December to April), the coastal regions are very hot and dry in the west, and very hot and dry in the east. The central plateau is warm with periods of rain. The winter months on the central plateau do get very chilly, along the west coast it is warm and dry and along the east coast it is warm with occasional showers.

From: The Peace Corps Madagascar Country Information Packet, 2000

Sensory Detail Graphic Organizer

Sights	Sounds
Smells	**Tastes & Feelings**

Evaluation of Narrative Essay

Student Name_____

Area	Points	Descriptors
Content Accuracy	/5	The student: • Describes a place that they know well • Presents an accurate view of the place
Content Depth	/5	The student: ♦ Describes the place in such a way that anyone reading the story can visualize the surroundings
Process	/5	The student: • Writes in the first person point of view • Tells a story or relates an anecdote • Uses familiar or informal language
Presentation and Neatness	/5	The student: • Uses standard conventions of written English • Uses appropriate grammar and punctuation • Presents a finished product that is neat and organized
Creativity	/5	The student: • Produces a creative description
Total	/25	

Comments:

Evaluation of Expository Essay

Student Name_____

Area	Points	Descriptors
Content Accuracy	/5	The student: • Describes a place that they know well • Presents an accurate view of the place
Content Depth	/5	The student: ♦ Includes objective facts about the place being described (size, location, population, etc.)
Process	/5	The student: • Writes in a third person voice • Presents information objectively • Uses formal language
Presentation and Neatness	/5	The student: • Uses standard conventions of written English • Uses appropriate grammar and punctuation • Presents a finished product that is neat and organized
Creativity	/5	The student: • Creatively incorporates facts into the description
Total	/25	

Comments:

Lesotho Photographs

LE0104 Cow dung and soil were mixed with water to form a smear that was dabbed on both the inside and outside of the walls of this rondavel. The container used to carry the water to the site lies in the foreground.

by Peter Yurich
Ha Ntlale, Lesotho (1999)

LE0113 This spring box is in the Village Chief's compound, some distance from my rondavel. People share the water from this tap with the chickens and other animals.

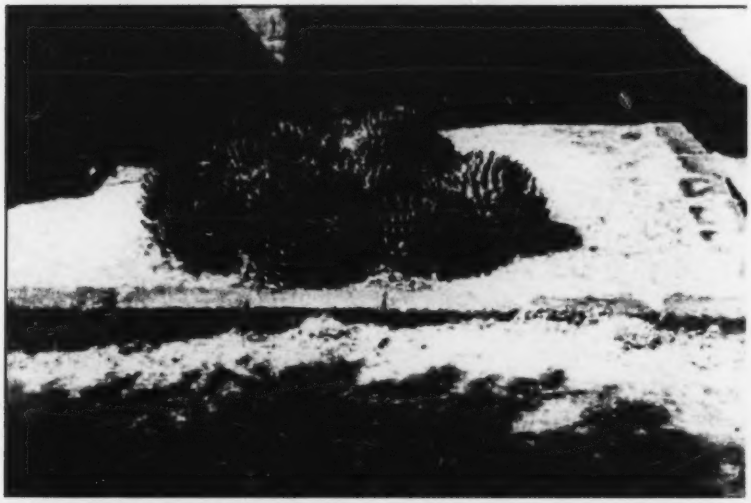
by Peter Yurich
Ha Ntlale, Lesotho (1999)

LE0116 I'm dipping water for my daily use, which I try to limit to one and a half liters for bathing, cooking, and cleaning. You can see my week's supply of water in the buckets.

by Peter Yurich
Ha Ntlale, Lesotho (1999)

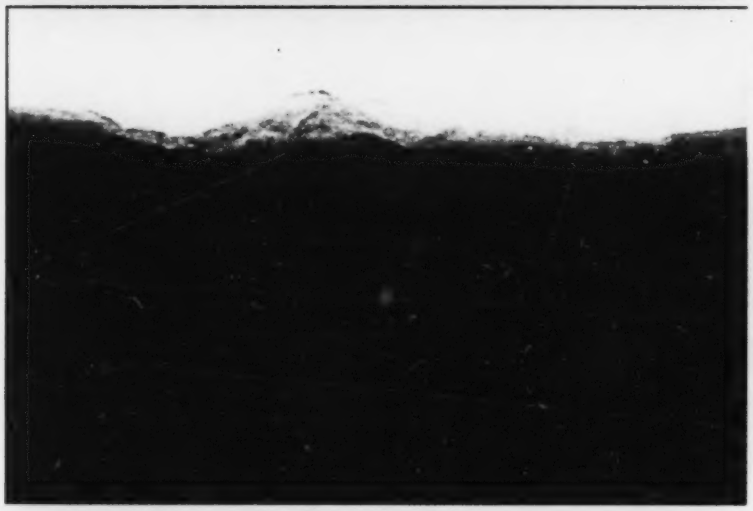
LE0117 This building was built by one man between May and July 1999. Measuring 14 by 18 feet with 10 inch walls, it was constructed of stone, water and soil.

by Peter Yurich
Ha Ntlale, Lesotho (1999)



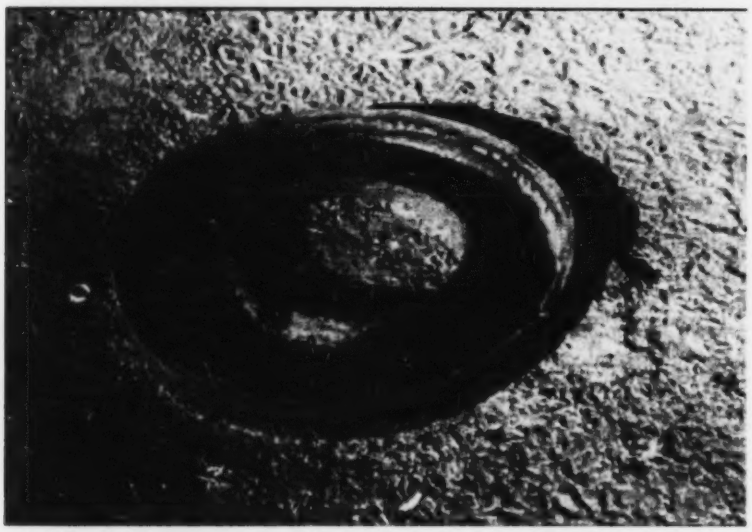
LE0120 Spiro Aleo, a plant that does not require much water, adds color to the grounds of St.Benedict's Mission.

by Peter Yurich
Ha Khayentsi, Lesotho (1999)



LE0126 Although there is snow on the mountains, the winter months were over when this picture was taken on September 11, 1999. We had no snow between June and August and our water was very low.This unusual snow was very welcome.

by Peter Yurich
Ha Khayentsi, Lesotho (1999)



LE0222 Half a rubber tire was used to make a water hole for the chickens. Ducks also play and drink in water holes likethese.

by MaryAnn Camp
Ha Rantuba, Lesotho (1999)

LE0225 Andreas Madlabe Mpdti is drinking fresh well water on a visit to my house.
by MaryAnn Camp,Ha Rantuba, Lesotho (1999)

LE0226 My host family delivers to me about 20 liters of water every other day. Although the water usually looks clear, sometimes there is debris. I boil all of my drinking water for three for three minutes. (1999)
by MaryAnn Camp,Ha Rantuba, Lesotho

LE0230 Mankuhali, age 67, is fixing porridge for our school lunch. After lunch the children wash their own dishes at the pump.

by MaryAnn Camp
Ha Rantuba, Lesotho (1999)

LE0231 Ma Maroesi, age 57, is washing clothes. The women and children begin very early in the morning getting water for bathing and cooking. Most of the time it is carried on the heads of the women, while the children bring wheelbarrows to carry the 20 liter plastic jugs.

by MaryAnn Camp
Ha Rantuba, Lesotho (1999)

LE0234 Mé Julie, age 29, is watering seedlings. Beet root and carrots are planted together and watered in the morning and evening. Most serious gardeners have water catchment barrels. A lot of gardeners and farmers dig pits to collect water when it rains. In 15 months I have marked my calendar with 10 days of rain, so I have never seen the pits full, but I have seen the barrels full.

by MaryAnn Camp
Ha Rantuba, Lesotho (1999)

LE0237 Moohko, age 6, is getting a bath. Her mother is wearing the typical Basotho dress with Kabo and straw hat.

by MaryAnn Camp
Ha Rantuba, Lesotho (1999)

LE0301 Sister Mary Louisa and Sister Mary David are sisters of the Sacred Heart who run the local clinic at Christ the King Mission. They are standing in front of a solar powered water heater used for the clinic patients. The Mother Superior of the convent controls the water supply that is pumped from the spring by a generator and flows through pipes to the mission.
by Claire Hilger
Christ the King Mission
Qacha's Nek, Lesotho (1999)

LE0303 The temperature has dropped well below zero and there are strong winds, so the girls of the village are bundled up waiting for their turn to dip water. In the cold weather most people wear the traditional Basotho blanket. We had no snow this year, so there is very little water. The water comes from the pipe in a trickle, so this will take a long time.
by Claire Hilger
Christ the King Mission
Qacha's Nek, Lesotho (1999)

LE0307
Rain filled these tanks last night with enough water to last a few days. Some believe this was the result of a game, the 'lesokoana', a kind of rain prayer, played by the village girls the previous Sunday.

by Claire Hilger
Christ the King Mission
Qacha's Nek, Lesotho (1999)

LE0309
Students at Pope John XXIII School on Christ the King Mission walk the half-kilometer home every day with their books and their water for the next day. Students are always excited to see the camera, but many have run away. They don't like photos that show their struggling.

by Claire Hilger
Christ the King Mission
Qacha's Nek, Lesotho (1999)

LE0312
This tank is supposed to collect water, but without rain or snow for several months, it is empty. Nala Mazwe is a teacher at Pope John XXIII School on Christ the King Mission.

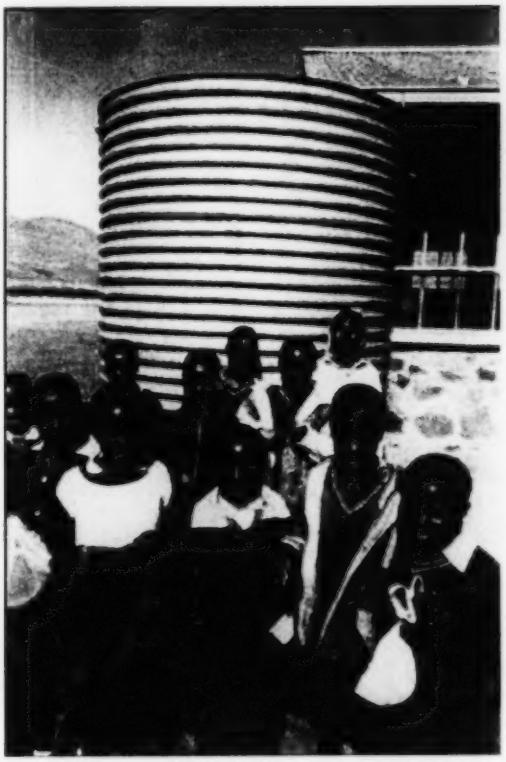
by Claire Hilger
Christ the King Mission
Qacha's Nek, Lesotho (1999)

LE0314
This is the hot water tank for the sisters of the Sacred Heart who run the local clinic at Christ the King Mission. Heat from the coal stove goes up the chimney to heat their water. Ntate Montsi checks the tank.

by Claire Hilger
Christ the King Mission
Qacha's Nek, Lesotho (1999)

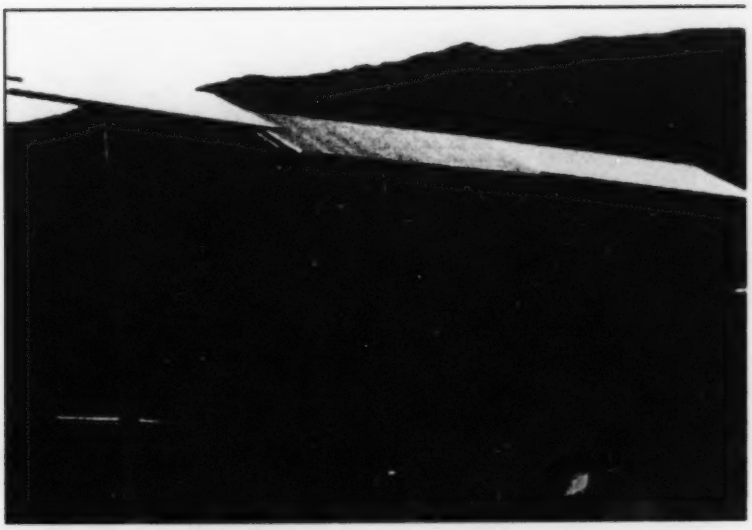
LE0401
The children of Ha Sekhohola Primary School gather around the 'citibeng' or bore hole to fetch water between classes.

by Cynthia Holahan
Ha Nkokana,
Thaba-Tseka District,
Lesotho (1999)



LE0403
The children are standing in front of the water tank that collects rainwater for the Ha Sekhohola Primary School. It remains empty for most of the year.

by Cynthia Holahan
Ha Nkokana, Thaba-Tseka District,
Lesotho (1999)

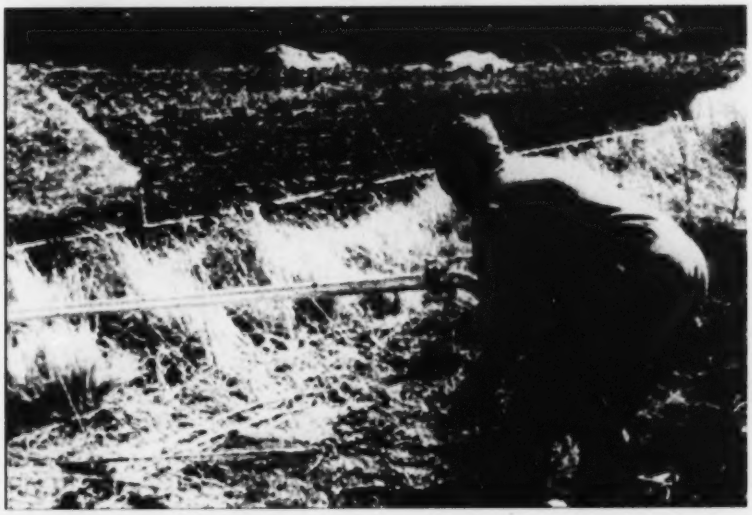


LE0501
These solar panels contrast with the traditional village houses of Sekake, Lesotho. They were provided by foreign aid money, and generate power to run the pumps that bring water to this village.

by Becki Krieg
Qacha's Nek, Lesotho (1999)

LE0502
Because of solar panels that provide power to pump water to Holy Rosary Primary School, the school has water when all others do not during times of drought.This schoolgirl is drawing water to prepare the school's lunch.

by Becki Krieg
Lesotho (1999)



LE0504
In the village of Ha Mamosa a field worker opens the irrigation tap to start the flow of water to the cabbage field. Most areas do not have a way to irrigate and must depend on the natural rain. The size of the field is very small compared to the need for irrigated fields.

by Becki Krieg
Lesotho (1999)

LE0507
A young girl scoops one liter of water at a time to fill a bucket. This will be all the water her family has for the day. Many buckets are lined up as their owners wait their turns to draw water and fill them.

by Becki Krieg
Lesotho (1999)

LE0702
Students of Makoanyane Primary School are washing their plates before lunch. This is the only kind of 'play' that students have with water.

by JeanMarie Mitchell
Ha Tebelo, Lesotho (1999)

LE0705
A woman is pushing a wheelbarrow filled with plastic jugs of water. This is very hard work because the water is so heavy.

by JeanMarie Mitchell
Ha Tebelo, Lesotho (1999)

LE0706
This photo was taken at 4:00 PM. The well is locked in Ha Tebelo at night and will not open again until 6:00 AM.

by JeanMarie Mitchell
Ha Tebelo, Lesotho (1999)

LE0707
A girl is sitting on top of the well waiting for water. The buckets are inside the well. There is no water yet.

by JeanMarie Mitchell
Ha Tebelo, Lesotho (1999)

LE0711
These women walked down a mountain to get water from a stream, and now, with the water in the buckets on their heads, they have to go back up to get to their homes!

by JeanMarie Mitchell
Ha Tebelo, Lesotho (1999)

Madagascar Photographs

MG0105
This irrigation ditch is in western Madagascar, near Croisement Belo. It distributes water to rice paddies from the main canal several kilometers away. The tree in the background is a baobab. This type of tree has adapted itself to store water in its trunk and lose its leaves during the long (9month) dry season.

by Clare Sandy
Andranomena, Madagascar (1999)

MG0111
Small irrigation canals manage the water supply to the rice paddies. People also use this water to bathe in, to wash clothes in, and to give zebus water to drink. Banana trees are also seen growing in this area of Western Madagascar.

by Clare Sandy
Andranomena, Madagascar (1999)

Madagascar Photographs

MG0117
This man is using a zebu-drawn plow to prepare a field for growing rice. He is called Baba ny Bola. The next step is to stomp the mud in the rice paddy to break it up and prepare it for transplanting rice seedlings. Families who don't own zebu must break the earth by hand. In this region, two crops of rice are planted per year.
by Clare Sandy
Andranomena, Madagascar
(1999)

MG0124
Rice is sown close together, then transplanted when the plants are a few inches high. Clementine is planting the rice seedlings in a bigger rice paddy, spacing them so they will have room to grow. The traditional way of growing rice requires a lot of water, which must come from rivers or canals during the dry season (9 months of the year).
by Clare Sandy
Andranomena, Madagascar
(1999)

Madagascar Photographs

MG0125
Philemon Rakoman, the village president, is watering the tree nursery that is being started in Andranomena. Because the climate is so dry, it takes a lot of work to grow seedlings, vegetables, etc. Native trees must be planted at a certain time of year because they have adapted so they're dormant during the long dry season.

by Clare Sandy
Andranomena, Madagascar (1999)

MG0209
Peace Corps Volunteer Amy Cook is carrying her bike on a log bridge across a canal between rice paddies. The bridge is part of a path to a friend's house. Amy has her shoes off to help her maintain her balance on the logs.

by Amy Cook
Tamboro, Madagascar (1999)

Madagascar Photographs

MG0214
Peace Corps Volunteers Julie Bednarski (left) and Amy Cook (right) take steps to purify their water. Amy pours the water into a container that has a filter, while Julie prepares to add chlorine. They are in Julie's home in Tamboro in Southeast Madagascar.

by Amy Cook
Tamboro, Madagascar (1999)

MG0215
Volunteer Julie Bednarski and girls from her village pause to rest on their way from a spring that is the source of drinking water for the village of Mongatelo. The steep hill to the spring tends to get muddy and quite slippery after a rain or a day of heavy use, and so is a challenge for these young girls who make the trip about twice a day. The girls range in age from 3 to 12.

by Amy Cook
Tamboro, Madagascar (1999)

Madagascar Photographs

MG0217
Volunteer Amy Cook helps water her friend, Julie Bednarski's tomato plants. Also growing in the garden are lettuce, celery, eggplant, bell peppers, green onions, beans, and Chinese cabbage, which is a favorite of the Malagasy people. Julie gives each plant about a half a cup of water daily and fertilizes her vegetables with cow manure.

by Amy Cook
Tamboro, Madagascar (1999)

MG0231
Matsaka rano means fetching water. Buckets, cups, watering cans, empty cans, pots, basins-all are used to tote water. Ravola, Isera, Iyanzara, Tsitrapo Voaizy are in the picture. After getting the water, they had to climb a fairly steep hill. Tsitrapo slipped and dropped her watering can, so she had to go back down and get water all over again.

by Amy Cook
Ankoba, Madagascar (1999)

Madagascar Photographs

MG0304
Bricks for houses are made near St. Augustin, Madagascar. The clay, which is abundant here, needs to be mixed with water first, and then pressed into molds.

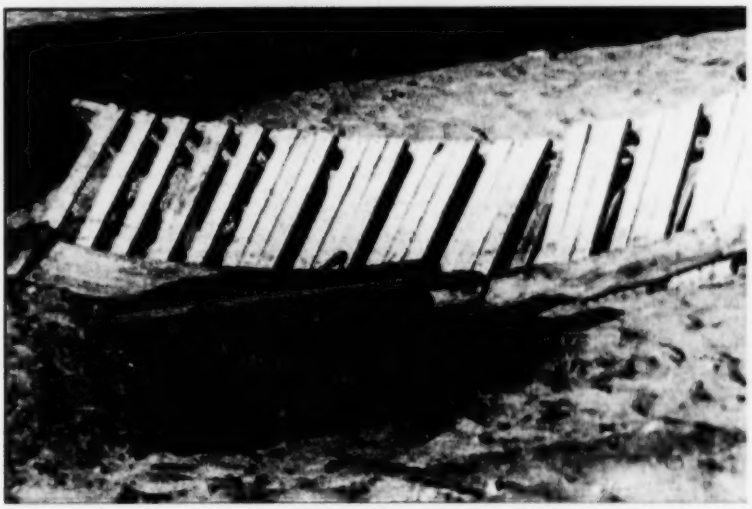
by Rob Roberts
St. Augustin, Madagascar
(1999)

MG0313
Canoes are used more often than automobiles in this coastal town. Kids learn to build and use canoes at an early age. To launch a boat, the boat has to be pushed outquite far, because the water is often too shallow near the shore.This family awaits the fishermen's arrival, so they can help lift the heavy boat onto shore.
By Rob Roberts
St. Augustin, Madagascar
(1999)

Madagascar Photographs

MG0325
Most people near St.Augustin, Madagascar work at sea or the river delta, relying on their catch to make money. If the family is lucky, Dad returns with a boat load of fish. This is Mahavory, age 19. Notice the shells that are used as weights on the net.

by Rob Roberts
St. Augustin, Madagascar
(1999)



MG0333
This is a typical well, surrounded by sand, in St. Augustin, Madagascar. People usually drink untreated well water.

by Rob Roberts
St. Augustin, Madagascar
(1999)

Madagascar Photographs

MG0503
Neni gives water to a little Baobab tree which was planted as an environmental education project. Peace Corps Volunteers are teaching the kids how to plant and care for trees and the cultural importance of the Baobab tree.

by Robin Larson Paulin
Andranofasika, Madagascar (1999)

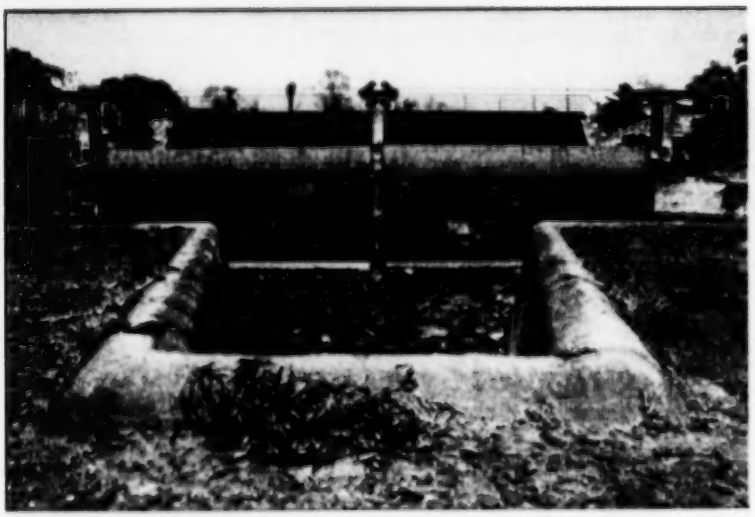
MG0526
Madame Harisoa, the proprietor of the Hotely Harisoa, with fresh fish caught in a nearby river. My husband Joe and I eat at this restaurant in our village every day.

by Robin Larson Paulin
Andranofasika, Madagascar (1999)

Madagascar Photographs

MG0527
Manitra prepares the fresh fish for the Hotely Harisoa in Andranofasika, Madagascar.

by Robin Larson Paulin
Andranofasika, Madagascar (1999)



MG0533
This is a bridge over a dam that maintains the maximum height of Lake Ravelobe during the wet season. Water is regulated from this point during the dry season.

by Robin Larson Paulin
Andranofasika, Madagascar (1999)

Madagascar Photographs

MG0535
This is the outflow point of Rip Rap dam on Lake Ravelobe near Ampijavoa, Madagascar. This picture was taken during the dry season when the lake is very low. The dam is used to control the irrigation of rice paddies of Marovoay.

by Robin Larson Paulin
Andranofasika, Madagascar (1999)

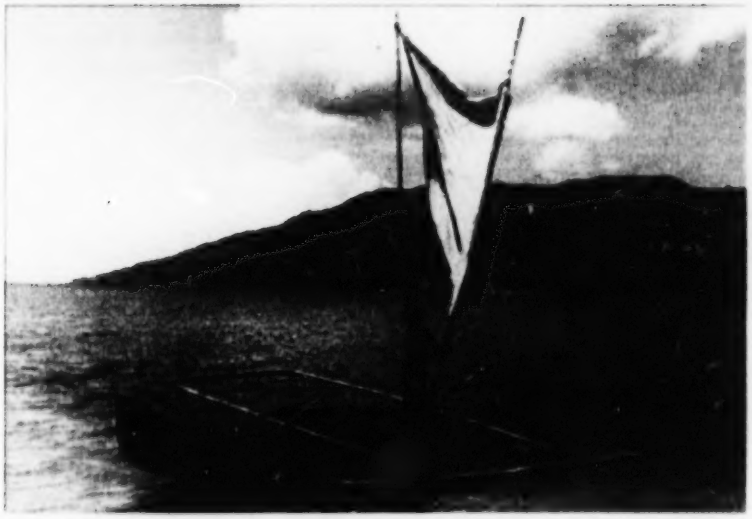
MG0536
The water from Lake Ravelobe is controlled by Rip Rap dam. Notice the high water mark halfway up the dam on the right. The water is very low because it is the end of the dry season.

by Robin Larson Paulin
Andranofasika, Madagascar (1999)

Madagascar Photographs

MG0537
Peace Corps Volunteers learn how to take bucket baths that use very little water. Robin Larson-Paulin is taking a bucket bath outside her house at dusk. She will use about 5 gallons of water.

by Robin Larson Paulin
Andranofasika, Madagascar
(1999)



MG0617
Without roads leading to Ambalahenko, Madagascar, outrigger canoes are the most reliable form of transportation. In the spring it is possible to sail to and from town.

by Jina Sagar
Ambalahenko, Madagascar
(1999)

Madagascar Photographs

MG0618
Mika, age 12, puts up his sail. He is already adept at sailing. Here we are preparing to go out fishing.

by Jina Sagar
Ambalahenko, Madagascar (1999)

MG0620
In Ambalahenko the villagers have begun to farm seaweed to earn extra income when food supplies are low. Mika, age 12 helps out his father by working with the seaweed farm. He checks and cleans the seaweed once a week.

by Jina Sagar
Ambalahenko, Madagascar (1999)

Madagascar Photographs

MG0624
Mika and Roland are sailing to Hellville from Ambalahenko, roundtrip about five hours, to bring water to their sick father in town.

by Jina Sagar
Ambalahenko, Madagascar
(1999)

MG0634
Women and men catch fish by different methods. The women go in a group to the shallow water and herd fish into a cloth. They wait for the strong afternoon winds to push the fish up on the shore. Women of all ages and small boys participate in this kind of fishing.

by Jina Sagar
Ambalahenko, Madagascar
(1999)

MG0706
This sacred waterfall in Park National Andrigitra, Madagascar, is called Riambavy, or water fall of the woman. It is one source of water for people in the area.
by Mark Danenhauer
Namoly, Madagascar (1999)

MG0708
Men have dug this pit in Ambalavao, Madagascar to get water during the dry the dry season. They must climb the ladder with buckets or lower them from the side. They will use the water on the fields during the dry season. During the wet season this is unnecessary.

The woman shown here is watering mulberry plants that will feed silk worms at a silk factory in Ambalavao, Madagascar.

by Mark Danenhauer
Namoly, Madagascar (1999)